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ABSTRACT

This report specifies the enrollment and distribution of African American students in American public schools for the 1988-89 school year as reported by each state. The data, which show that these students are distributed unevenly among and within the various states, are presented in three tables. Table 1 presents the current enrollment of African Americans by state alphabetically. Table 2 arranges these states in descending order of African-American enrollment. Table 3 shows the distribution of African American students by level of concentration within each state. The distribution of African American students across counties is also discussed, demonstrating that in some counties they are evenly distributed while in others they are highly concentrated in only one urban area of the county. The policy implications regarding African American students, based on evidence that there are differences in achievement levels for these students within and between the states, are discussed. The impact of current educational reforms on African American students in various demographic contexts is addressed. Maps depicting the distribution of African American students across counties in 18 states are appended. A list of five references is included. (JS)

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ENROLLMENT AND DISTRIBUTION OF AFRICAN AMERICANS IN PUBLIC SCHOOLS, 1988-89

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Research Notes on Education

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Enrollment and Distribution of African Americans in Public Schools, 1988-89

Approximately 6.7 million African Americans are enrolled in public schools across the United States from kindergarten to grade 12. They are distributed unevenly among and within the various states, ranging from 500,000 in the State of New York to only 200 in Vermont. Moreover, in some instances, they are fairly evenly distributed across some counties, while in other instances they are highly concentrated in only one urban area of a county. There also is some evidence of differences in the achievement levels of African Americans within and between the states. Therefore, it may be necessary for education policymakers establishing and implementing national goals to scrutinize the impact current education reforms may have on African-American students in various demographic contexts.

I: Enrollment

Table 1 presents the current enrollment of African Americans, listing each state in alphabetical order. Table 2 arranges these states in descending order of African-American enrollment.

The data are for the 1988-89 school year, taken from printed publications or computer printouts supplied by each state. In four instances, only 1987-88 data were available at the time of this research, and Alabama supplied data for 1986-87. In addition, it should be noted that Alabama reports ethnic data only as "Whites" and "Nonwhites."

Entries with an asterisk in Tables 1 and 2 are either for states that do not collect racial/ethnic data on student enrollment or for states that did not voluntarily provide such information to the Institute for Independent Education.

Therefore, the data shown are taken from the "1986 Elementary and Secondary School Civil Rights Survey," which consists of projections from a stratified random sampling of districts.

In some instances the Civil Rights Survey projections conform to the actual enrollment figures provided by states, plus or minus three to seven percent. For a few states, however, significant variations were noted. For example, the survey underestimates the Illinois enrollment by 25 percent and overestimates the Nebraska enrollment by 54 percent. Overall, the Civil Rights data overestimate the actual by approximately 18 percent.

II Distribution

Table 3 shows the distribution of African American students by level of concentration within each state. The objective here is to identify the part of each state in which 80 to 90 percent of African-American students can be found. The table as a whole identifies approximately 71 percent of the entire national enrollment of African-American students.

Some portion of this 80 percent tends to be concentrated in one or more counties, parishes or towns. These data are shown in Table 3 under the column

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Table 1

African American Enrollment in Public Schools, PK-12 in Alphabetical Order

(1989-89, Except where otherwise noted)

State	African-American Students
Alabama (1986-87)	256,927**
Alaska	4,239*
Arizona	23,562*
Arkansas	104,788
California	411,493
Colorado	28,722
Connecticut	55,627
Delaware	25,942
Dist of Columbia (87-88)	79,345
Florida	408,309
Georgia	451,546*
Hawaii	4,124*
Idaho	546*
Illinois	398,855
Indiana	104,273
Iowa	12,573
Kansas	33,649
Kentucky	59,140
Louisiana (87-88)	338,655
Maine	1,006*
Maryland	223,086
Massachusetts	60,082
Michgan	284,548
Minnesota	15,179*
Mississippi	252,902
Missouri	134,058*
Montana	462
Nebraska	6,293
Nevada	15,342*
New Hampshire	1,119*
New Jersey	199,654
New Mexico	6,682*
New York	502,655
North Carolina (87-88)	328,670
North Dakota	761*
Ohio	256,401
Oklahoma	57,246
Oregon	11,107
Pennsylvania	215,406
Rhode Island	8,078
South Carolina (87-88)	260,876
South Dakota	714
Tennessee	168,495*
Texas	483,363
Utah	2,228
Vermont	242*
Virginia	235,880*
Washington	32,184
West Virginia	124,430*
Wisconsin	66,309
Wyoming	848*
Total	6,758,621

* Source: 1986 Civil Rights Survey.
** Reports only "Non-White" students

Table 2

African American Enrollment in Public Schools, PK-12 in Descending Order

(1989-89, Except where otherwise noted)

State	African-American Students
New York	502,655
Texas	483,363
Georgia	451,546*
California	411,493
Florida	408,309
Illinois	398,855
Louisiana (87-88)	338,655
North Carolina(87-88)	328,670
Michgan	284,548
South Carolina (87-88)	260,876
Alabama (1986-87)	256,927**
Ohio	256,401
Mississippi	252,902
Virginia	235,880*
Maryland	223,086
Pennsylvania	215,406
New Jersey	199,654
Tennessee	168,495*
Missouri	134,058*
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Nevada	15,342*
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Oregon	11,107
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Nebraska	6,293
Alaska	4,239*
Hawaii	4,124*
Utah	2,228
New Hampshire	1,119*
Maine	1,006*
Wyoming	848*
North Dakota	761*
South Dakota	714
Idaho	546*
Montana	462
Vermont	242*
Total	6,758,621

* Source: 1986 Civil Rights Survey
** Reports only "Non-White" students

labelled "Percent High" and are illustrated in the appendix maps as solid black areas. The rest of the 80 percent, having lower concentrations, are shown in the column marked "Percent Low" and are shaded gray on the maps. The remainder of the African-American student population in each state is distributed over the map areas shown in white.

For example, 80 percent of the African Americans who live in the State of Wisconsin go to school in the 18 school districts of Milwaukee, while 10 percent go to school in the two adjacent counties, and 10 percent are distributed over the rest of the state. At the other extreme, 11 percent of the African-American students in Mississippi go to school in the Jackson area, while 72 percent are distributed over 44 counties, and 17 percent can be found in the rest of the state.

The states in Table 3 and the appendix maps are arranged in descending order according to the number of students in areas of high concentration.

Connecticut and New Jersey were selected for different graphic treatment in the maps. Based on detailed information about the distribution of students in various towns, it was possible to be more precise in illustrating concentrations, rather than shading entire counties with black or gray.

The tables also show that 54 percent of the African-American students identified on the maps attend schools in areas of high concentration, whereas 46 percent are in areas of low concentration. However, it is important to note that this sample excludes important states like Tennessee and others, which have large numbers of African-American students but declined to provide data, and Virginia and others which simply do not collect student enrollment by race.

Table 3

Concentrations of African-American Students in Selected States

State	Perct High	Perct Low	Tot. on Map	Total Enrolled
Wisconsin	80	10	90	66,309
Connecticut	75	13	88	55,627
New York	71	20	91	502,655
Maryland	68	18	86	223,086
New Jersey	66	20	86	199,654
Michigan	62	21	83	284,548
Indiana	61	25	86	104,237
Illinois	61	27	88	398,855
Pennsylvania	56	27	83	215,406
California	53	38	91	411,493
Texas	50	32	82	243,818
Alabama	39	42	81	256,927
Louisiana	39	48	87	338,655
North Carolina	33	50	83	328,670
Ohio	29	53	82	256,401
Florida	22	60	82	408,309
South Carolina	19	66	85	260,876
Mississippi	11	72	83	252,902
Total				4,808,429

III: Policy Implications

Education policymakers often speak of public schools as a monolithic entity that will benefit from reforms which blanket the system uniformly and treat all children equally. These reforms, however, often run headlong into a different reality.

For example, there are at least two types of public schools in America: those for the affluent, located in the suburbs and on the fringes of urban communities, and those that serve the working poor and other low-income families who live in inner-city areas. Proposals designed for one do not necessarily have a similar effect on the other.

Education policymakers now are developing national goals for education and debating how those plans should be implemented (Walker, 1989; Rothman, 1989). Research by the Institute for Independent Education suggests that reality testing of cross-cultural assumptions is in order.

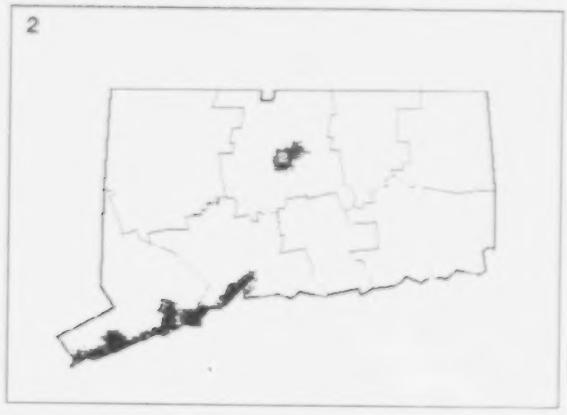
The Institute finds differences in achievement by African-Americans in various states (Institute, *Research Notes* No. 3. Also, in states where African Americans are concentrated in large numbers, they perform less well on Advanced Placement Examinations than in states with lower concentrations (*Research Notes* No. 4). The result, with some exceptions, is a pyramid effect: the greater the base of African-American students in a state, the smaller the number at the top.

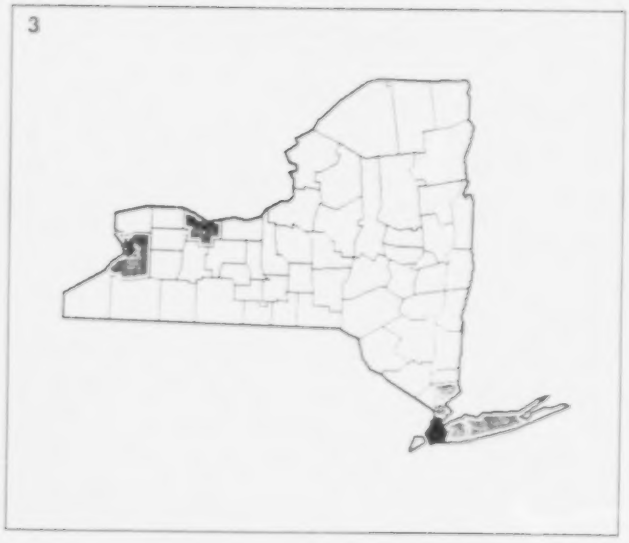
The tables and maps in this report suggest that extreme demographic concentrations separate African Americans into large urban, suburban, small urban, and rural communities. These differences may lead to variations in teaching and learning.

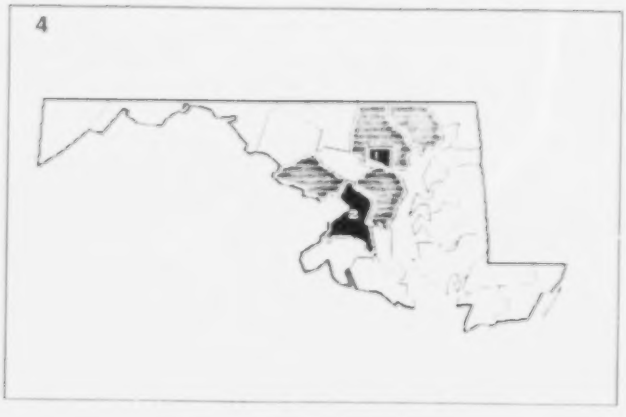
Therefore, education policymakers should determine the following: 1) Whether the proposed national goals are based primarily on large urban models, in which case they may not necessarily have any meaningful impact on African-American students who are learning in other demographic contexts; and 2) Whether teacher/student expectations and interactions in various demographic contexts create different barriers to teaching and learning and significantly affect student outcomes.

Appendix

Maps of Selected States







1. Wisconsin (1988-89)

(ABOVE, LEFT)			
Total African-American Students	=	66,309	
Highest Concentration:			
Milwaukee County (18 districts)	=	53,358	80%
Lower Concentrations: 2 counties	=	6,632	10%
Total on Map	=		90%

2. Connecticut (1988-89)

(ABOVE, RIGHT)			
Total African-American Students	=	55,627	
Highest Concentrations:			
1. Stamford/New Haven (14 towns)	=	26,884	
2. Hartford/New Britain (9 towns)	=	14,874	
Subtotal	=	41,758	75%
Lower Concentrations: 8 towns	=	7,381	13%
Total on Map	=		88%

3. New York (1988-89)

(RIGHT)			
Total African-American Students	=	502,655	
Highest Concentration: N.Y. City	=	355,626	71%
Lower Concentrations: 5 counties	=	101,697	20%
Total on Map	=		91%

4. Maryland (1988-89)

(RIGHT)			
Total African-American Students	=	223,086	
Highest Concentrations:			
1. Baltimore City	=	86,202	
2. P. G. County	=	66,565	
Subtotal	=	152,767	68%
Lower Concentrations: 3 counties	=	39,286	18%
Total on Map	=		86%

5. New Jersey (1988-89)

(LEFT)			
Total African-American Students	=	199,654	
Highest Concentrations:			
1. Essex County (Newark)	=	58,374	
2. Camden County	=	18,096	
3. Union County (Elizabeth)	=	17,560	
4. Hudson County (Jersey City)	=	13,485	
5. Mercer County (Trenton)	=	12,157	
6. Passaic City & Paterson City	=	11,828	
Subtotal	=	131,500	66%
Lower Concentrations: 8 metro areas	=	40,208	20%
Total on Map	=		86%

6. Michigan (1988-89)

(RIGHT)			
Total African-American Students	=	284,548	
Highest Concentration:			
Wayne County (Detroit)	=	176,695	62%
Lower Concentrations: 4 counties	=	60,838	21%
Total on Map	=		83%

7. Indiana (1988-89)

(BELOW, LEFT)			
Total African-American Students	=	104,237	
Highest Concentrations:			
1. Marion County (10 districts and Indianapolis)	=	37,763	
2. Gary City	=	25,745	
Subtotal	=	63,408	61%
Lower Concentrations: 5 counties	=	25,497	25%
Total on Map	=		86%

8. Illinois (1988-89)

(BELOW, RIGHT)			
Total African-American Students	=	398,855	
Highest Concentration: Chicago	=	244,896	61%
Lower Concentrations: 5 counties	=	108,676	27%
Total on Map	=		88%

9. Pennsylvania (1988-89)

(RIGHT)

Tot. Afr.-Amer. Students	=	215,406	
Highest Concentration:			
Philadelphia	=	120,778	56%
Lower Concentrations:			
4 counties	=	57,641	27%
Total on Map	=		83%

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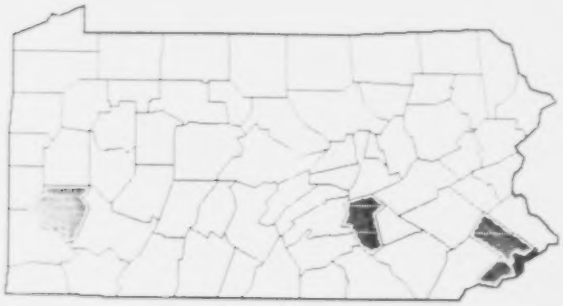

10. California (1988-89)

(BELOW)

Tot. Afr.-Amer. Students	=	411,493	
Highest Concentrations:			
1. Los Angeles Cnty	=	175,852	
2. Alameda County (Oakland /Berkeley/Hayward)	=	42,337	
Subtotal	=	218,189	53%
Lower Concentrations:			
8 counties, 3 cities	=	154,846	38%
Total on Map	=		91%

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11.Texas (1988-89)

(BELOW, LEFT)

Total African-American Students	=	483,363	
Highest Concentrations:			
1. Harris County (Houston)	=	127,391	
2. Dallas County	=	83,999	
3. Tarrant County (Fort Worth)	=	32,428	
Subtotal	=	243,818	50%
Lower Concentrations: 25 counties	=	153,847	32%
Total on Map	=		82%

12. Alabama (1986-87)

(BELOW, RIGHT)

Total African-American Students	=	256,927	
Highest Concentrations:			
1. Jefferson County (Birmingham and 6 cities)	=	50,154	
2. Montgomery County & City	=	20,199	
3. Mobile County & City	=	29,923	
Subtotal	=	100,276	39%
Lower Concentrations:			
25 counties & 2 cities	=	214,737	42%
Total on Map	=		81%

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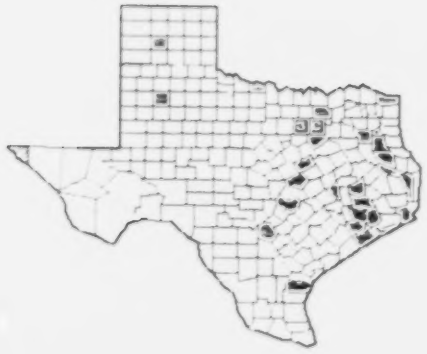

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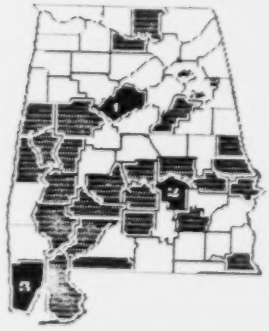

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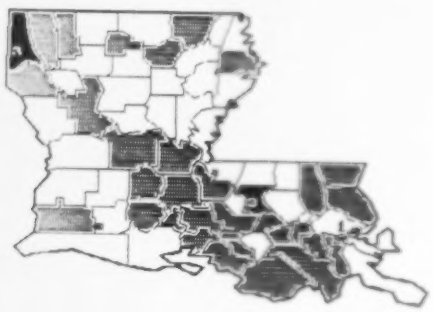

13. Louisiana (1987-88)

(LEFT)			
Total African-American Studentss	=	338,655	
Highest Concentrations:			
1. Orleans Parish (New Orleans)	=	73,214	
2. East Baton Rouge Parish	=	30,964	
3. Caddo Parish (Shreveport)	=	27,633	
Subtotal	=	131,811	39%
Lower Concentrations: 30 parishes	=	162,191	48%
Total on Map	=		87%

14. North Carolina (1987-1988)

(RIGHT)			
Tot. Afr.-Amer. Students	=	328,670	
Highest Concentrations:			
1. Mecklenburg County (Charlotte)	=	29,051	
2. Guilford County (Greensboro)	=	18,677	
3. Cumberland County (Fayetteville)	=	17,819	
4. Wake County (Raleigh)	=	15,963	
5. Forsyth County (Winston-Salem)	=	13,957	
6. Durham Cnty/City	=	13,088	
Subtotal	=	108,555	33%
Low Conc.: 37 counties	=	164,859	50%
Total on Map	=		83%

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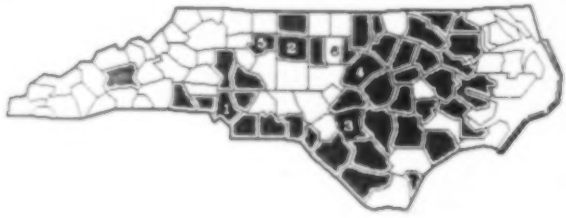

15. Ohio (1988-89)

(BELOW)			
Total African-American Students	=	256,401	
Highest Concentration:			
Cuyahoga County (Cleveland)	=	74,078	29%
Lower Concentrations: 6 counties	=	136,358	53%
Total on Map	=		82%

16. Florida (1988-89)

(BELOW)			
Total African-American Students	=	408,309	
Highest Concentration: Dade County	=	89,280	22%
Lower Concentrations: 14 counties	=	243,055	60%
Total on Map	=		82%

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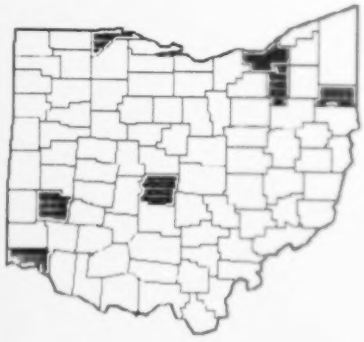

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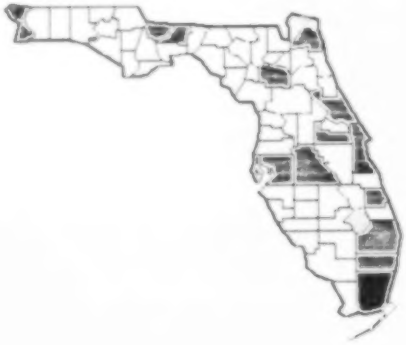
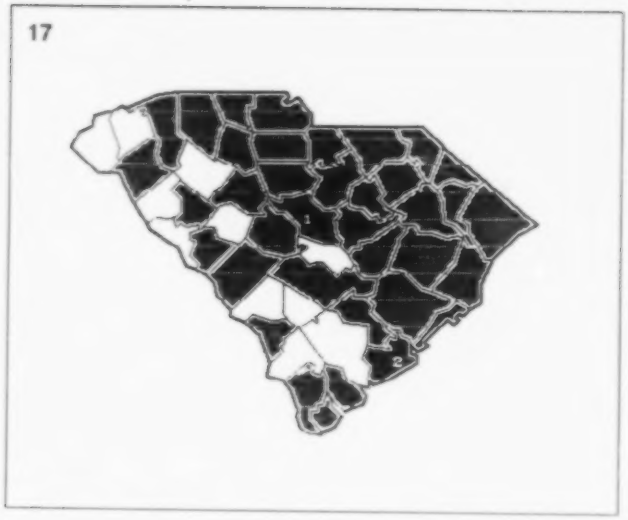
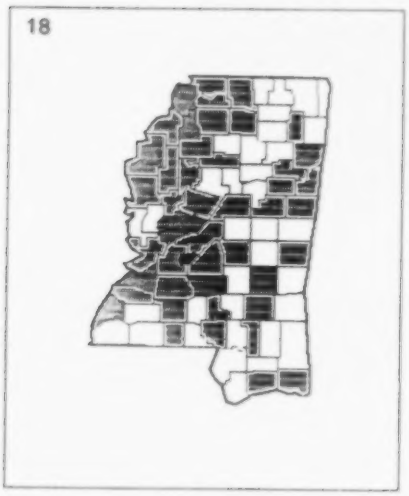




17. South Carolina (1987-88)

(LEFT)			
Total African-American Students	=	260,876	
Highest Concentrations:			
1. Richland County (Columbia)	=	25,087	
2. Charleston County	=	23,845	
Subtotal	=	48,932	19%
Lower Concentrations: 33 counties	=	172,831	66%
Total on Map	=		85%



18. Mississippi (1988-89)

(RIGHT)			
Total African-American Students	=	252,902	
Highest Concentration:			
Jackson City & suburbs	=	28,417	11%
Lower Concentrations:			
44 counties & 1 city	=	177,814	72%
Total on Map	=		83%

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